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ABSTRACT

Since the implementation of educational reform is California in 1981, the Oxnard School District's efforts to improve student achievement have included the following areas of staff development: curriculum revision; proficiency testing for reading, math, and composition; grade promotion and retention standards; and intersession remediation programs. Results of the California Assessment Program (CAP) for grades 3, 6, and 8 from 1981-82 to 1984-85 improved during this period, as demonstrated by test score summaries. The second observation is that of a significant variation in the racial/ethnic composition of the five year-round education and traditional tracks. Third, a significant variation exists from track to track in the average number of years sixth grade students have been enrolled in the school district. Observational data accompany each section of the report. Subsequent observations concern percentages of English proficient students enrolled in the five tracks, including migrant and disadvantaged children. The conclusion is that academic achievement of students is enhanced by the year-round education program. Test score summaries are included as well as a brief report, "Cognitive Retention and the Migrant Child," and profiles of track test results among students in year-round education and traditional track schools. (CJH)

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YEAR-ROUND EDUCATION AND ACADEMIC ACHIEVEMENT IN THE OXNARD SCHOOL DISTRICT

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EA 018 697

February 5, 1986

Norman R. Brekke
Superintendent
Oxnard School District

OXNARD SCHOOL DISTRICT

831 SOUTH "B" STREET • OXNARD, CALIFORNIA 93030 • 805/487-3918

TO: Members of the Board of Trustees
Administrative Staff

FROM: Norm

DATE: February 11, 1986

RE: Year-Round Education and Academic Achievement in the Oxnard School District

Academic achievement by students within the Oxnard School District has improved with notable significance and consistency in recent years.

Even before A Nation at Risk and SB 813, the Board and staff of the Oxnard School District had begun a series of major effort to improve student achievement -- for all students, in all subject areas, at all schools, at all grade-levels, in all tracks (YRE and traditional).

These efforts included -

- a district-wide program of staff development in clinical instruction and clinical supervision;
- a comprehensive revision of all Courses of Study;
- The development and implementation of a proficiency testing program for reading, math, written composition in grades 1-8;
- standards for grade promotion and retention;
- intersession/summer school remediation programs for students who failed the academic requirements for promotion;
- a strengthening of the English language development (bilingual) program through curricular/content development and staff inservice training;
- a reorganization, including an equitable spreading of categorical/compensatory education programs and services to more schools and through more grade levels;

- a standardization of basal text in the academic areas throughout the District;
- an Awards of Excellence program which encouraged and recognized academic achievement;
- a program of recognition for outstanding classroom teachers;
- a 7-period (357 minute) instructional day for intermediate school students which exceeded the requirements of SB 813;
- an instructional day for students in grades 1-6 which exceeded the requirements of SB 813;
- the addition of support staff at the schools, i.e. learning directors and categorical program coordinators;
- a District commitment to supplement the state text book allowances with $70,355 per year;
- the implementation of instructional television and computer-assisted instruction;
- a strengthened homework policy;
- since SB 813, the addition of 14 mentor teachers who serve to develop and assist teachers in specific curricular areas, including teacher incentive grants for innovative instructional practices;
- and since 1976, the phased implementation of Year-Round Education.

While these and other factors have contributed to the District's fine record of academic achievement, none can be more significant than the quality instruction being provided by our competent, dedicated and conscientious classroom teachers.

Quality teaching, supported by the combined efforts indicated above, has produced California Assessment Program (CAP) scores which bring deserved pride to the Board, staff and parents of the Oxnard School District.

Members of the Board of Trustees
Administrative Staff
February 11, 1986

Observation 1

The California Assessment Program (CAP) scores for grades 3, 6 and 8 in reading, written composition and mathematics for 1981-82, 1982-83, 1983-84 and 1984-85 indicate a very significant improvement and consistent improvement during this 4-year period. The Chart below is an irrefutable indication of this accomplishment.

CALIFORNIA ASSESSMENT PROGRAM - TEST SCORE SUMMARY

1981-82 through 1984-85

OXNARD SCHOOL DISTRICT

Grade	Year	Reading OSD	Reading State	Reading Difference		Written Expression OSD	Written Expression State	Written Expression Difference		Mathematics OSD	Mathematics State	Mathematics Difference	
3	1981-82	220	258	- 38	SCALE SCORE GAIN - +39 POINTS REDUCED DISPARITY BETWEEN OSD AND STATE SCALE SCORES BY 23 POINTS	224	260	- 36	SCALE SCORE GAIN - +43 POINTS REDUCED DISPARITY BETWEEN OSD AND STATE SCALE SCORES BY 24 POINTS	220	261	- 41	SCALE SCORE GAIN - +40 POINTS REDUCED DISPARITY BETWEEN OSD AND STATE SCALE SCORES BY 22 POINTS
3	1982-83	226	263	- 37		226	266	- 40		218	267	- 49	
3	1983-84	256	268	- 12		258	272	- 14		258	274	- 16	
3	1984-85	259	274	- 15		267	279	- 12		260	278	- 18	
6	1981-82	200	254	- 54	SCALE SCORE GAIN - +35 POINTS REDUCED DISPARITY BETWEEN OSD AND STATE SCALE SCORES BY 16 POINTS	217	257	- 40	SCALE SCORE GAIN - +32 POINTS REDUCED DISPARITY BETWEEN OSD AND STATE SCALE SCORES BY 24 POINTS	207	258	- 51	SCALE SCORE GAIN - +26 REDUCED DISPARITY BETWEEN OSD AND STATE SCALE SCORES BY 22 POINTS
6	1982-83	213	253	- 40		225	259	- 34		211	260	- 49	
6	1983-84	220	249	- 29		244	260	- 16		225	261	- 36	
6	1984-85	235	253	- 18		249	265	- 16		235	264	- 29	
8	1983-84	217	250	- 33	REDUCED DISPARITY BETWEEN OSD AND STATE SCALE SCORES BY 7 POINTS	220	250	- 30	REDUCED DISPARITY BETWEEN OSD AND STATE SCALE SCORES BY 4 POINTS	198	250	- 52	SCALE SCORE GAIN - +14 POINTS REDUCED DISPARITY BETWEEN OSD AND STATE SCALE SCORES BY 13 POINTS
8	1984-85	214	240	- 26		220	246	- 26		212	251	- 39	

Since 68% of the District's students are Hispanic (one-half of these being LEP), ECIA/Chapter 1 and State Bilingual/EIA programs make a significant contribution to a large number of our students.

The quality of these programs has had a major impact upon the District's CAP scores. The chart below confirms the effectiveness of these programs:

California Assessment Program

Survey of Basic Skills: Grade 3 — 1985

School:
District: OXNARD ELEMENTARY
County: VENTURA
CDS: 56-72538

Part III—SUBGROUP RESULTS

Program Participation	DISTRICT					COUNTY					STATE			
	Students		Scaled Score			Students		Scaled Score			Students	Scaled Score		
	No.	%	Read	Writ	Math	No.	%	Read	Writ	Math	%	Read	Writ	Math
ECIA CHAPTER 1	398	40%	263	264	256	1226	18%	230	238	242	26%	214	226	232
STATE BILINGUAL-EIA	363	36%	240	250	247	657	10%	238	245	250	10%	213	220	239

California Assessment Program

Survey of Basic Skills: Grade 6 — 1985

School:
District: OXNARD ELEMENTARY
County: VENTURA
CDS: 56-72538

Part III—SUBGROUP RESULTS

Program Participation	DISTRICT					COUNTY					STATE			
	Students		Scaled Score			Students		Scaled Score			Students	Scaled Score		
	No.	%	Read	Writ	Math	No.	%	Read	Writ	Math	%	Read	Writ	Math
ECIA CHAPTER 1	435	43%	222	238	228	1048	15%	200	226	214	23%	194	215	212
STATE BILINGUAL-EIA	316	31%	211	222	217	523	7%	204	218	213	6%	179	199	211

YRE and Academic Achievement

It is reasonable to assume that most of the District's efforts in recent years to improve academic achievement, except YRE, have benefited students at every school, every grade and in every classroom.

If there's an educational advantage to YRE, it has been primarily a speculation or subjective judgment without benefit of documentation or verification.

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While the Oxnard School District has had a YRE program since the 1976-77 school year, there has not been, until this report, an attempt to analyze the variables/differences which seem to exist in the various tracks, and to compare the academic achievement of students in YRE and traditional classes.

Since the program was first implemented, YRE teachers have expressed a belief that their students lose less of their acquired learning in shorter (one-month) vacations than they would have lost in a traditional 3-month vacation period. Teachers on a traditional (September-June) school year expect to spend considerable time recouping forgotten skills; YRE teachers consistently believe that this "recouping" time is vastly minimized by the shorter vacation periods.

While it seems reasonable to assume that learning momentum, continuity and retention would be maintained to a greater degree in a YRE program with shorter vacation periods than in a traditional school year, there is very limited body of research which has attempted to validate this assumption.

As a beginning effort to determine the influence of YRE upon academic achievement within the Oxnard School District, a detailed analysis has been made of the Fall, 1985 proficiency test scores for grade 6 students in reading and mathematics enrolled in our 7 YRE/T schools with 6th grade classes.

This analysis, based upon the statistical data attached, indicates some very significant observations relating to the composition of our 6th grade YRE and Traditional tracks, including what I believe to be some very strong positive influence of YRE on academic achievement.

Observation 2

<u>There is a very significant variation in the racial/ethnic composition of the 5 YRE/T tracks.</u>

Hispanic			White		
Track B	-	147 (94.3%)[1]	Track C	-	50 (27.8%)
Track T	-	125 (65.8%)	Track D	-	38 (26.2%)
Track A	-	88 (61.2%)	Track T	-	42 (22.1%)
Track C	-	108 (60.0%)	Track A	-	30 (20.9%)
Track D	-	80 (55.2%)	Track B	-	5 (3.2%)

[1]Percent of total enrollment in Track B

The Hispanic composition of the tracks ranges from a high of 94.3% in track B to a low of 55.2% in Track D (District average 68.2%). This should come as no surprise since our schools consistently assign students to track B with a record of absence to Mexico during December and January. It is a well-established fact that these months are not peak harvest periods for migrant farm workers in the Oxnard-area and such absence is a long-standing tradition for many migrant families. Assignment of such students to track B, which has a scheduled vacation from December 20 through January 27, has two major advantages: one financial; the other educational.

The District would normally incur an enormous loss in apportionment due to unexcused absences for these youngsters. In the track B calendar, this scheduled 6-week YRE vacation break significantly reduces lost ADA and allows these students the opportunity to complete more of their 180-day instructional year during the second half of June and the month of July.

The educational advantage is, therefore, obvious: they are receiving an annual benefit increase of about 30 days of class time per year. For a sixth grade student, the educational benefit in a seven-year (K-6) period could very easily total over 1 full school year of class time!

Since the students described above are encouraged to enroll in Track B, it is easier to understand why the percentage of white students varies from a high of 27.8% in track C to a low of 5.0% in track B (District average 21.6%).

Observation 3

<u>There is a significant variation from track-to-track in the average number of years 6th grade students have been enrolled in the Oxnard School District</u>.

Continuous In-District Enrollment Since Kindergarten			In-District Enrollment of One Year or Less		
Track T	-	104 (59.4%)	Track A	-	22 (16.1%)
Track C	-	84 (47.5%)	Track D	-	19 (13.1%)
Track B	-	69 (46.0%)	Track C	-	19 (10.7%)
Track D	-	45 (31.0%)	Track B	-	10 (6.6%)
Track A	-	38 (27.7%)	Track T	-	3 (.2%)

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The 193 6th grade Track T students enrolled in the seven YRE/T schools experienced the greatest number of in-district years of enrollment with an average of 5.8 years per student -- 59.4% of these students have been enrolled since kindergarten.

The 161 6th grade track A students experienced the least number of in-district years of enrollment with an average of 3.9 years per student, with only 27.7% maintaining enrollment since kindergarten.

Observation 4

There is a great difference in the number and percentage of LEP and English proficient students enrolled within each of the five tracks.)

Track	Limited-English Proficient			Track	English Proficient		
B	-	64	(37.9%)	D	-	160	(93.5%)
T	-	42	(21.8%)	A	-	150	(93.2%)
C	-	15	(7.4%)	C	-	188	(92.6%)
A	-	11	(6.9%)	T	-	151	(78.2%)
D	-	11	(6.5%)	B	-	105	(62.2%)

Observation 5

There appears to be evidence that shorter vacation periods enhance learning retention, especially in mathematics

Track T sixth-graders in the YRE/T schools outranked all 4 YRE tracks in reading, but ranked below all 4 YRE tracks in math. This puzzling finding is apparently not a quirk of circumstance -- the same ranking was found in both the 1985 and 1984 fall proficiency test scores.

One would tend to assume that track T should have been ranked number 1 in both reading and math. It is especially difficult to explain how track B (94.3% Hispanic), with an average of only 3.9 years of in-district enrollment, and obviously more migrant/transient than track T, could out-perform track T in math -- which they've done for the past 2 years.

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YRE, with its shorter vacation breaks and less loss of learning than would have occurred in a three-month traditional summer vacation for migrant/transient/educationally disadvantaged students, may have had an accumulation of benefit from kindergarten through grade six, as predicted in the University of the State of New York Research Report titled Learning, Retention and Forgetting.

> "Migrant and disadvantaged children lose about 27% more learning during the traditional three-month summer vacation than their peers."

Rank	Reading * District Composite		Rank	Math ** District Composite	
1	Track T	- 58.4	1	Track A	- 30.6
2	Track C	- 56.6	2	Track D	- 30.5
3	Track D	- 56.5	3	Track B	- 30.4
4	Track A	- 55.9	4	Track C	- 30.3
5	Track B	- 50.1	5	Track T	- 29.2

*Average number of correct responses to an 84 question Reading Test.
**Average number of correct responses to a 48 question Math Test.

Traditional students may "bridge" a portion of any summer (3-month) loss in reading by simply reading newspapers, magazines, etc. These same students would unlikely, during the summer, practice or otherwise use the skills taught in math -- leading, therefore, to greater loss of learning in math skills and concepts than in reading ability.

YRE students, on the contrary, have benefits from the continuity of math skills with less "forgetting" during each 20-day vacation break. Math skills and concepts are factual, specific and more subject to memorization than reading skills.

If we compare the relative achievement of Hispanic and White students by track in reading and math, the influence of YRE becomes especially obvious.

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For White students, the higher achieving tracks <u>overall</u> are A, D and C. Since there are only 5 White students in Track B (district-wide), the number is too small to have significance.

Reading
<u>Hispanic Students</u>

Track T	-	55.6	
Track C	-	55.3	
Track A	-	54.3	
Track D	-	53.3	
Track B	-	51.4	

Reading
<u>White Students</u>

Track D	-	64.0	(+5.1)*
Track A	-	63.6	(+4.7)
Track C	-	58.9	
Track T	-	58.8	
Track B	-	56.6	(5 students)

<u>Reading District Average 55.84 correct of 84 questions</u>

Math
<u>Hispanic Students</u>

Track A	-	30.4	(+1.0)
Track B	-	30.2	(+ .8)
Track C	-	30.1	(+ .7)
Track D	-	29.4	
Track T	-	29.4	

Math
<u>White Students</u>

Track A	-	34.7	(+6.9)
Track D	-	32.1	(+4.3)
Track C	-	29.8	(+2.0)
Track T	-	27.8	
Track B	-	25.4	(5 students)

<u>Math District Average 30.37 correct of 48 questions</u>

*Average number of correct answers better than Track T.

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Observation 6

There appears to be evidence that the academic achievement of students is generally enhanced by the YRE program.

This observation would seem to be supported by:

- the excellent 4-year record of academic achievement, as indicated by the grade 3, 6 and 8 California Assessment program (CAP) scores in reading, math and written expression. (While there is presently no procedure by which these scores can be analyzed by track, we believe that the rather substantial increase in CAP scores may be in part attributable to the shorter vacation periods provided by YRE.)

- the data which indicates that the Hispanic students in YRE tracks A, B, C and D outperformed students assigned to the traditional track in math.

- the data which indicates that white students in YRE tracks A, C and D outperformed students assigned to the traditional track in reading.

- the data which indicates that the White students in YRE tracks A, C and D out-performed students assigned to the traditional track in math.

The data reported in this section requires continued study to confirm the observations and assumptions that have been made. If the statistical data is confirmed, the academic benefit of YRE, with its shorter vacation periods, may be very significant.

While there are many variables to consider in determining why one track outperforms another, it appears that YRE, with effective English language development (bilingual) and other categorical programs for educationally disadvantaged students has contributed to some exciting, rewarding achievement gains for students in the Oxnard School District.

CALIFORNIA ASSESSMENT PROGRAM - TEST SCORE SUMMARY

1981-82 through 1984-85

OXNARD SCHOOL DISTRICT

Grade	Year	Reading OSD	Reading State	Reading Difference		Written Expression OSD	Written Expression State	Written Expression Difference		Mathematics OSD	Mathematics State	Mathematics Difference	
3	1981-82	220	258	- 38	SCALE SCORE GAIN - +39 POINTS	224	260	- 36	SCALE SCORE GAIN - +43 POINTS	220	261	- 41	SCALE SCORE GAIN - +40 POINTS
3	1982-83	226	263	- 37	REDUCED DISPARITY BETWEEN OSD AND STATE SCALE SCORES BY 23 POINTS	226	266	- 40	REDUCED DISPARITY BETWEEN OSD AND STATE SCALE SCORES BY 24 POINTS	218	267	- 49	REDUCED DISPARITY BETWEEN OSD AND STATE SCALE SCORES BY 22 POINTS
3	1983-84	256	268	- 12		258	272	- 14		258	274	- 16	
3	1984-85	259	274	- 15		267	279	- 12		260	278	- 18	
6	1981-82	200	254	- 54	SCALE SCORE GAIN - +35 POINTS	217	257	- 40	SCALE SCORE GAIN - +32 POINTS	207	258	- 51	SCALE SCORE GAIN - +28
6	1982-83	213	253	- 40	REDUCED DISPARITY BETWEEN OSD AND STATE SCALE SCORES BY 36 POINTS	225	259	- 34	REDUCED DISPARITY BETWEEN OSD AND STATE SCALE SCORES BY 24 POINTS	211	260	- 49	REDUCED DISPARITY BETWEEN OSD AND STATE SCALE SCORES BY 22 POINTS
6	1983-84	220	249	- 29		244	260	- 16		225	261	- 36	
6	1984-85	235	253	- 18		249	265	- 16		235	264	- 29	
8	1983-84	217	250	- 33	REDUCED DISPARITY BETWEEN OSD AND STATE SCALE SCORES BY 7 POINTS	220	250	- 30	REDUCED DISPARITY BETWEEN OSD AND STATE SCALE SCORES BY 4 POINTS	198	250	- 52	SCALE SCORE GAIN - +14 POINTS
8	1984-85	214	240	- 26		220	246	- 26		212	251	- 39	REDUCED DISPARITY BETWEEN OSD AND STATE SCALE SCORES BY 13 POINTS

California Assessment Program

Survey of Basic Skills: Grade 3 — 1985

School:
District: OXNARD ELEMENTARY
County: VENTURA
CDS: 56-72538

Part III—SUBGROUP RESULTS

Program Participation	DISTRICT Students No.	DISTRICT Students %	DISTRICT Scaled Score Read	DISTRICT Scaled Score Writ	DISTRICT Scaled Score Math	COUNTY Students No.	COUNTY Students %	COUNTY Scaled Score Read	COUNTY Scaled Score Writ	COUNTY Scaled Score Math	STATE Students %	STATE Scaled Score Read	STATE Scaled Score Writ	STATE Scaled Score Math
ECIA CHAPTER 1	389	40%	263	264	256	1226	18%	230	238	242	20%	214	226	232
STATE BILINGUAL-EIA	363	38%	240	250	247	657	10%	238	245	250	10%	213	220	239

California Assessment Program

Survey of Basic Skills: Grade 6 — 1985

School:
District: OXNARD ELEMENTARY
County: VENTURA
CDS: 56-72538

Part III—SUBGROUP RESULTS

Program Participation	DISTRICT Students No.	DISTRICT Students %	DISTRICT Scaled Score Read	DISTRICT Scaled Score Writ	DISTRICT Scaled Score Math	COUNTY Students No.	COUNTY Students %	COUNTY Scaled Score Read	COUNTY Scaled Score Writ	COUNTY Scaled Score Math	STATE Students %	STATE Scaled Score Read	STATE Scaled Score Writ	STATE Scaled Score Math
ECIA CHAPTER 1	435	42%	222	230	229	1048	15%	200	226	214	23%	194	215	212
STATE BILINGUAL-EIA	318	31%	211	222	217	523	7%	204	218	213	6%	178	199	211

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COGNITIVE RETENTION AND THE MIGRANT CHILD

The report Learning, Retention and Forgetting by The Division of Research, University of the State of New York, State Department of Education, Albany, New York, (November 1978) provides a summary and analysis of research relating to learning, memory and retention among advantaged and disadvantaged children.

The studies cited in the New York report demonstrate that disadvantaged students and migrant students suffer most severely from the retention losses during non-schooling times.

I. SPECIFIC COGNITIVE RETENTION PROBLEMS OF MIGRANT CHILDREN

A. Migrant and disadvantaged children lose about 27% more learning during summer months than their peers.

B. Migrant and disadvantaged children miss more learning time in school due to mobility and excessive absenteeism.

C. Migrant and disadvantaged children suffer more illness, social and economic interference to learning and retention than their peers.

D. Migrant secondary school students lose credits and cannot transfer required courses due to mobility, severely reducing their chances of successful graduation.

E. Migrant students lose access to supportive school and community services such as lunch programs, health services, testing cycles, and special education services.

F. Migrant students lose access to supplementary school programs such as team sports, clubs, music and work experience programs.

II. PRIMARY COGNITIVE RETENTION ISSUES

A. Summer Learning - Statistically significant differences have been documented repeatedly in cognitive retention of advantaged and disadvantaged children. During the summer months test scores for advantaged children remain the same or increase, especially in areas of language, reading and other school subjects which have a close correspondence to the students' summer activities. Disadvantaged children exhibit declining scores (equivalent to losses of weeks or months of schooling) during summer months. Therefore, as each summer ends, disadvantaged children fall progressively further behind their peers.

B. School Year Retention - Losses in retention during the school year occur overnight, over weekends, or over holiday periods. Retention in this situation is dependent on many factors: effectiveness of teaching; initial set for learning; review; continuity of subject matter; building learning among subjects rather than interference between learnings; and opportunities to process and use learned materials. As in the summer, rates of retention during the school year are affected by corresponding learnings in the home environment. Advantaged children generally have their learning examined and reinforced at home while disadvantaged children experience no review, processing or continuity of learning at home, and in fact may experience learning or non-learning (problem) situations at home which interfere with or block school learning.

C. Extended Time - Retention of learning over extended time requires learning in "chunks". This level of learning requires processing, relating, coding and associating learning with previous life experiences. To secure learnings into long-term memory students need opportunities to organize and use learned concepts and understandings.

The New York reports makes it clear that disadvantaged children can and do learn. However, the non-standard cultural background of the migrant or disadvantaged child contributes to the child's difficulties in processing and coding school learning. School teaching is based on dominant culture experiences as evidenced by role models (staff), teaching materials, basal readers, and school celebrations, customs and rules. This cultural millieu is a different world from that at home, making learning in the school environment unlikely to be connected to home/social environments. Many minority students perceive school and home to be separate and unrelated worlds, and do not expect to experience any carry-over in learning from one world to the other.

D. Mobility and Absenteeism - The disadvantaged or migrant child habitually experiences learning interference in combination with absence or mobility. In other words, the migrant child does not stay home in bed, sick and read a good book, as his majority culture counterpart may. The child may be sick, babysitting, working or at home because of some family emergency. More than likely the situation will create stress and interfere with school learning when the child does return.

Excessive mobility and absenteeism may also result in major gaps in learning, punitive grading by teachers and an increased sense of disassociation on the part of student and parents from the school.

In progressive skill areas (reading and math) the students fall further behind. Even in non-continuous subject areas, gaps are created which appear later, or continue as invisible learning disabilities for many years. Finally extended absences, like summer vacations provide time for loss of learning as well as failure to progress.

Because of mobility and absenteeism, migrant and other disadvantaged children often miss good teaching methods where they are practiced, and suffer disproportionately where teaching to promote maximum retention is lacking. These students are more dependent than their peers on the school system for cognitive retention because learning in their home environment does not correspond to learning at school.

Profile of Tracks A, B, C, D, and T

Sixth Grade Students in YRE/T Schools

Tracks	Col. 1	Column 2		Column 3		Col. 4	Column 5		Column 6	
	ENROLLMENT	HISPANIC STUDENTS (a) Percentage	Rank	WHITE STUDENTS (b) Percentage	Rank	AVERAGE YEARS OF IN-DISTRICT ENROLLMENT Rank	STUDENTS WITH ENROLLMENT SINCE KINDERGARTEN Percentage	Rank	STUDENTS WITH ENROLLMENT OF 1 YEAR OR LESS Percentage	Rank
A	161	88(61.2%)	(3)	30(20.9%)	(4)	3.9	38(27.7%)	(5)	22(16.1%)	(1)
B	169	147(94.3%)	(1)	5(3.2%)	(5)	5.1	69(46.0%)	(3)	10(6.6%)	(4)
C	203	108(60.0%)	(4)	50(27.8%)	(1)	5.0	84(47.5%)	(2)	19(10.7%)	(3)
D	171	80(55.2%)	(5)	38(26.2%)	(2)	4.2	45(31.0%)	(4)	19(13.1%)	(2)
T	193	125(65.8%)	(2)	42(22.1%)	(3)	5.8	104(59.4%)	(1)	3(.2%)	(5)
TOTAL	897	68.2% District Average		21.6% District Average						

(a) 68.2% of the District's enrollment is Hispanic

(b) 21.6% of the District's enrollment is White

Profile of Tracks A, B, C, D, and T

Sixth Grade Students in YRE/T Schools

Tracks	Col. 7 READING PROFICIENCY TEST SCORES (c) Rank	Col. 8 MATH PROFICIENCY TEST SCORES (d) Rank	Col. 9 HISPANIC READING PROFICIENCY SCORES (c) Rank	Col. 10 WHITE READING PROFICIENCY SCORES (c) Rank	Col. 11 HISPANIC MATH PROFICIENCY SCORES (d) Rank	Col. 12 WHITE MATH PROFICIENCY SCORES (d) Rank	Column 13 LEP (LIMITED-ENGLISH PROFICIENT STUDENTS (e)/(h) Rank	Column 14 ENGLISH PROFICIENT STUDENTS (f)/(h) Rank	Col. 15 STUDENTS IN BILINGUAL PROGRAM Rank	Col. 16 STUDENTS IN REGULAR PROGRAM (g) Rank	Col. 17 STUDENTS IN MIGRANT BILINGUAL PROGRAM Rank	Col. 18 STUDENTS IN REGULAR MIGRANT PROGRAM
A	55.9(4)	30.6(1)	54.3(3)	63.6(2)	30.4(1)	34.7(1)	11(1.5%)(4)	150(16.8%)(4)	38(4)	124(2)	7(4)	2
B	50.1(5)	30.4(3)	51.4(5)	56.6(5)	30.2(2)	25.4(5)	64(7.2%)(1)	105(11.7%)(5)	152(1)	3(5)	9(2)	0
C	56.6(2)	30.3(4)	55.3(2)	58.8(4)	30.1(3)	29.8(3)	15(1.7%)(3)	188(21.0%)(1)	81(2)	109(4)	14(1)	0
D	56.5(3)	30.5(2)	53.3(4)	64.0(1)	29.4(4.5)	32.1(2)	11(1.3%)(5)	160(17.9%)(2)	22(5)	146(1)	2(5)	0
T	58.4(1)	29.2(5)	55.6(1)	58.9(3)	29.4(4.5)	27.8(4)	42(4.7%)(2)	151(16.9%)(3)	61(3)	116(3)	8(3)	14
TOTAL	55.84 District Average	30.37 District Average	55.84 District Average	55.84 District Average	30.37 District Average	30.37 District Average						

(c) In an 84 question Reading Proficiency Test, 6th grade students averaged a score of 55.84 correct responses

(d) In a 48 question Math Proficiency Test, 6th grade students averaged a score of 30.37 correct responses

(e) 16.0% of the 6th grade enrollment in all tracks are LEP (Limited-English Proficient)

(f) 84.0% of the 6th grade enrollment in all tracks are English Proficient

(g) Students who are not in an English development (bilingual) or Migrant Education Program

(h) Percentage of the District's total 6th grade enrollment

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Profile of Language Proficiency/Services by School

	LEP LIMITED ENGLISH PROFICIENT	ENGLISH PROFICIENT	STUDENTS IN ENGLISH LANGUAGE DEVELOPMENT (BILINGUAL PROGRAM)	STUDENTS IN REGULAR PROGRAM	STUDENTS IN BILINGUAL MIGRANT PROGRAM	STUDENTS IN REGULAR MIGRANT PROGRAM
CURREN						
A	4	31	-	35	-	-
B	24	10	33	-	-	-
C	2	47	45	-	5	-
D	5	30	-	35	-	-
T	1	34	-	27	-	8
TOTAL	36	152	78	97	5	8
DRIFFILL						
A	3	14	17	-	-	-
B	6	20	24	-	2	-
C	-	20	-	19	1	-
D	3	19	-	19	2	-
T	0	19	-	18	1	-
TOTAL	13	92	41	56	6	0
KAMALA						
A	1	19	-	20	-	-
B	11	7	18	-	-	-
C	1	28	5	24	-	-
D	0	15	-	15	-	-
T	1	15	-	16	-	-
TOTAL	15	84	23	75	0	0
LEMONWOOD						
A	2	18	-	20	-	-
B	8	4	12	-	-	-
C	-	14	-	14	-	-
D	2	16	-	18	-	-
T	10	10	17	3	-	-
TOTAL	22	62	29	55	0	0
McKINNA						
A	-	13	-	13	-	-
B	-	13	13	-	-	-
C	-	19	19	-	-	-
D	-	19	-	19	-	-
T	-	16	-	16	-	-
TOTAL	0	80	32	48	0	0
ROSE AVENUE						
A	-	26	-	24	-	2
B	15	22	25	-	7	-
C	12	31	12	23	8	-
D	-	17	-	17	-	-
T	22	48	33	24	7	6
TOTAL	49	144	70	64	22	8
SIERRA LINDA						
A	1	29	19	12	-	-
B	-	29	27	3	-	-
C	-	29	-	29	-	-
D	1	44	22	23	-	-
T	8	9	11	12	-	-
TOTAL	10	140	79	56	0	0

Profile of Language Proficiency/Services by Track

	LEP LIMITED ENGLISH PROFICIENCY	ENGLISH PROFICIENT	STUDENTS IN ENGLISH LANGUAGE DEVELOPMENT (BILINGUAL PROGRAM)	STUDENTS IN REGULAR PROGRAM	STUDENTS IN BILINGUAL MIGRANT PROGRAM	STUDENTS IN REGULAR MIGRANT PROGRAM
TRACK A						
Curren	4	31	0	35	0	0
Driffill	3	14	17	0	0	0
Kamala	1	19	0	20	0	0
Lemonwood	2	18	0	20	0	0
McKinna	0	13	0	13	0	0
Rose Avenue	0	26	0	24	7	2
Sierra Linda	1	29	19	12	0	0
TOTAL	11	150	36	124	7	2
TRACK B						
Curren	24	10	33	0	0	0
Driffill	6	20	24	0	2	0
Kamala	11	7	18	0	0	0
Lemonwood	8	4	12	0	0	0
McKinna	0	13	13	0	0	0
Rose Avenue	15	22	25	0	7	0
Sierra Linda	0	29	27	3	0	0
TOTAL	64	105	152	3	9	0
TRACK C						
Curren	2	47	45	0	5	0
Driffill	0	20	0	19	1	0
Kamala	1	28	5	24	0	0
Lemonwood	0	14	0	14	0	0
McKinna	0	19	19	0	0	0
Rose Avenue	12	31	12	23	8	0
Sierra Linda	0	29	0	29	0	0
TOTAL	15	188	81	109	14	0
TRACK D						
Curren	5	30	0	35	0	0
Driffill	3	19	0	19	2	0
Kamala	0	15	0	15	0	0
Lemonwood	2	16	0	18	0	0
McKinna	0	19	0	19	0	0
Rose Avenue	0	17	0	17	0	0
Sierra Linda	1	44	22	23	0	0
TOTAL	11	160	22	146	2	0
TRACK T						
Curren	1	34	0	27	0	8
Driffill	0	19	0	18	1	0
Kamala	1	15	0	16	0	0
Lemonwood	10	10	17	3	0	0
McKinna	0	16	0	16	0	0
Rose Avenue	22	48	33	24	7	6
Sierra Linda	8	9	11	12	0	0
TOTAL	42	151	61	116	8	14

Track Composite

	#/% Students Rank	#/% Students Rank	# Students	# Students	# Students	# Students
TRACK A	11 (4) (6.9%)	150 (2) (93.2%)	36	124	7	2
TRACK B	64 (1) (37.9%)	105 (5) (62.2%)	152	3	9	0
TRACK C	15 (3) (7.4%)	188 (3) (92.6%)	81	109	14	0
TRACK D	11 (5) (6.5%)	160 (1) (93.5%)	22	146	2	0
TRACK T	42 (2) (21.8%)	151 (4) (78.2%)	61	116	8	14
TOTAL	143 (16.0%)	754 (84.0%)	352	498	40	16

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OXNARD SCHOOL DISTRICT

Racial/Ethnic Distribution of Grade 6 Students by Track

	HISPANIC	WHITE	BLACK	ASIAN	FILIPINO	TOTAL
YRE TRACK A	88	30	13	4	9	144
%	61.2%	20.9%	9.1%	2.8%	6.3%	
YRE TRACK B	147	5	3	1	-	156
%	94.3%	3.2%	2.0%	.7%	-	
YRE TRACK C	108	50	14	3	5	180
%	60.0%	27.8%	7.8%	1.7%	2.8%	
YRE TRACK D	80	38	16	4	7	145
%	55.2%	26.2%	11.1%	2.8%	4.9%	
TRADITIONAL	125	42	19	1	3	190
%	65.8%	22.1%	10.0%	.6%	1.6%	
TOTAL	548	165	65	13	24	815
%	67.3%	20.3%	8.0%	1.6%	3.0%	

OXNARD SCHOOL DISTRICT - Kindergaten-Grade 8 Racial/Ethnic Count
October, 1985

School with Grade Levels		Filipino	Asian	Black	White	Hispanic	Total
DISTRICT TOTALS	# Pupils	267	201	640	2360	7458	10934
	% of Total	2.4%	1.8%	5.9%	21.6%	68.2%	100.0%

Fall, 1985 Proficiency Scores for Grade 6 in Reading and Math Ranked by Track

TRACK	READING	RANK	MATH	RANK	STUDENT COUNT
A	55.9	4	30.6	1	144
B	50.1	5	30.4	3	156
C	56.6	2	30.3	4	180
D	56.5	3	30.5	2	145
T	58.4	1	29.2	5	190

Average number of correct responses to an 84 question Reading Test.
Average number of correct responses to a 48 question Math Test.

Fall, 1985 Proficiency Scores for Grade 6 in Reading and Math Ranked by School and Track

SCHOOL	Track A READING	Track A MATH	Track B READING	Track B MATH	Track C READING	Track C MATH	Track D READING	Track D MATH	Track T READING	Track T MATH
CURREN	57.5	32.2	53.3	33.2	58.4	32.2	58.2	28.8	60.1	29.2
Reading Rank	4		5		2		3		1	
Math Rank		2.5		1		2.5		5		4
DRIFFILL	61.0	33.8	55.7	33.4	60.0	32.8	56.0	30.3	59.5	37.5
Reading Rank	1		5		2		4		3	
Math Rank		2		3		4		5		1
KAMALA	63.7	35.1	50.2	28.9	56.3	27.9	52.2	25.8	51.7	24.5
Reading Rank	1		5		2		3		4	
Math Rank		1		2		3		4		5
LEMONWOOD	53.9	28.6	46.5	30.7	50.9	25.6	64.0	33.6	58.5	33.7
Reading Rank	3		5		4		1		2	
Math Rank		4		3		5		2		1
McKINNA	55.8	27.5	38.3	25.3	57.1	28.3	53.3	34.1	64.8	33.3
Reading Rank	3		5		2		4		1	
Math Rank		4		5		3		1		2
ROSE AVENUE	61.2	31.6	52.5	32.0	55.9	31.6	56.1	29.8	54.0	29.2
Reading Rank	1		5		3		2		4	
Math Rank		2.5		1		2.5		4		5
SIERRA LINDA	43.1	26.2	45.6	26.3	54.2	29.2	55.3	30.6	59.3	19.0
Reading Rank	5		4		3		2		1	
Math Rank		4		3		2		1		5

Average number of correct responses to an 84 question Reading Test.
Average number of correct responses to a 48 question Math Test.

Comparison of Fall, 1985 Proficiency Test Scores for Sixth Grade Students in YRE/T Schools Based upon Ethnic Group

	HISPANIC	WHITE	BLACK	ASIAN	FILIPINO	AVERAGE SCORE	RANK READING	RANK MATH
TRACK A	84	30	12	3	9	138		
* Reading	54.3	63.6	47.8	61.7	61.4	56.4	4	
** Math	30.4	34.7	24.2	27.5	29.8	31.8		1
TRACK B	136	5	3	1	-	145		
Reading	51.4	56.6	60.3	50.1	-	51.7	5	
Math	30.2	25.4	35.7	37.0	-	30.2		3.5
TRACK C	107	50	14	3	4	178		
Reading	55.3	58.8	60.2	57.3	57.0	56.7	3	
Math	30.1	29.8	30.6	34.0	33.5	30.2		3.5
TRACK D	80	38	16	4	7	145		
Reading	53.3	64.0	50.4	70.0	67.0	56.8	2	
Math	29.4	32.1	26.4	49.7	36.0	30.6		2
TRADITIONAL	117	35	19	1	3	175		
Reading	55.6	58.9	61.2	67.0	70.7	57.2	1	
Math	29.4	27.8	32.7	30.0	37.7	29.4		5

READING DISTRICT AVERAGE 55.84
MATH DISTIRCT AVERAGE 30.37

* Average number of correct responses to an 84 question Reading Test.
** Average number of correct responses to a 48 question Math Test.

Comparison of Fall, 1985 Proficiency Test Scores for Sixth Grade Students in YRE/T Schools Based upon Years of Enrollment within the Oxnard School District

Years of In-District Enrollment	7	6	5	4	3	2	1	AVERAGE # YEARS
TRACK A	38	8	5	12	22	30	22	3.9
⁂Reading	56.2	57.0	68.2	54.5	57.4	57.2	52.0	
⁂⁂Math	30.2	35.1	36.0	32.0	31.7	30.0	30.9	
TRACK B	69	12	11	11	26	11	10	5.1
Reading	49.3	53.2	52.0	47.5	41.5	55.6	50.2	
Math	30.9	29.8	32.5	32.4	26.8	33.1	39.7	
TRACK C	84	15	10	11	24	14	19	5.0
Reading	56.7	58.9	63.9	52.5	57.8	54.3	52.1	
Math	30.5	29.5	32.2	31.9	29.5	29.6	28.6	
TRACK D	45	6	8	16	27	24	19	4.2
Reading	51.6	56.0	61.5	68.0	54.2	59.4	57.1	
Math	29.4	28.8	32.5	35.3	28.6	33.4	26.4	
TRACK T	104	18	14	11	15	10	3	5.8
Reading	57.0	54.6	57.6	63.4	59.8	49.2	67.3	
Math	29.3	28.2	30.0	35.0	29.1	25.7	39.3	

⁂Average number of correct responses to an 84 question Reading Test.
⁂⁂Average number of correct responses to a 48 question Math Test.

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CURREN SCHOOL

GRADE 6 (172 Students)

	HISPANIC	WHITE	BLACK	ASIAN	FILIPINO	TOTAL
YRE TRACK A	20	8	3	-	-	31
%	64.5%	25.8%	9.7%			
YRE TRACK B	29	1	2	-	-	32
%	90.6%	3.1%	6.3%			
YRE TRACK C	29	9	6	-	1	45
%	64.4%	20.0%	13.3%		2.2%	
YRE TRACK D	17	10	3	1	-	31
%	54.8%	32.3%	9.7%	3.2%		
TRADITIONAL	25	8	-	-	-	33
%	75.8%	24.2%				
TOTAL	120	36	14	1	1	172
%	69.8%	20.9%	8.2%	.5%	.5%	

CURREN SCHOOL

GRADE 6 (172 Students)

COMPARISON OF FALL, 1985 PROFICIENCY TEST SCORES BASED UPON ETHNIC GROUP

	HISPANIC	WHITE	BLACK	ASIAN	FILIPINO	AVERAGE SCORE	RANK READING	RANK MATH
TRACK A	20	8	3	-	-			
* Reading	53.6	68.8	54.3			57.5	4	
** Math	30.2	37.4	31.7			32.2		2.5
TRACK B	29	1	2	-	-			
Reading	52.1	58	67.0			55.3	5	
Math	32.6	34	42.5			33.2		1
TRACK C	29	9	6	-	1			
Reading	55.9	67.0	61.5		78	58.4	2	
Math	31.0	34.7	32.3		43	32.7		2.5
TRACK D	17	10	3	1	-			
Reading	54.8	61.2	65.3	70		58.2	3	
Math	27.9	28.5	34.0	32		28.8		5
TRADITIONAL	25	8	-	-	-			
Reading	67.2	53.5				64.1	1	
Math	31.3	22.5				29.2		4

CURREN SCHOOL

GRADE 6 (172 STUDENTS)

COMPARISON OF FALL, 1985 PROFICIENCY TEST SCORES BASED UPON YEARS OF ENROLLMENT WITHIN THE UNIFIED SCHOOL DISTRICT

	7	6	5	4	3	2	1	AVERAGE # YEARS
TRACK A	13	-	1	3	3	8	3	4.6
*Reading	58.8	-	61	61.0	60.0	58.4	63.0	
**Math	30.5	-	38	37.3	33.7	34.1	39.3	
TRACK B	18	2	3	2	2	2	3	5.4
Reading	54.1	57.5	59.7	58.0	25.5	61.0	66.0	
Math	33.1	33.5	33.3	36.5	24.0	30.0	25.0	
TRACK C	29	1	2	4	8	4	3	4.8
Reading	58.0	63	66.5	45.0	59.3	57.8	62.6	
Math	33.2	34	33.0	29.5	31.4	30.0	31.2	
TRACK D	8	-	1	9	4	6	3	4.0
Reading	48.3	-	64	66.6	55.0	62.5	58.7	
Math	27.0	-	31	33.1	22.0	33.2	29.7	
TRACK T	21	4	3	2	1	-	-	6.5
Reading	59.5	59.0	61.0	65.5	59.5	-	-	
Math	30.9	34.8	29.3	38.5	23.7	-	-	

*Average number of correct responses to an 8% question Reading Test.
**Average number of correct responses to a 48 question Math Test.

DRIPPILL SCHOOL

GRADE 6 (95 Students)

	HISPANIC	WHITE	BLACK	ASIAN	FILIPINO	TOTAL
YRE TRACK A	11	2	1	-	-	14
%	79%	14%	7%			
YRE TRACK B	22	1	-	1	-	24
%	92%	4%		4%		
YRE TRACK C	11	6	-	2	-	19
%	58%	32%	-	11%		
YRE TRACK D	11	4	3	1	-	19
%	58%	21%	16%	.5%		
TRADITIONAL	10	6	3	-	-	19
%	53%	32%	16%			
TOTAL	65	19	7	4	-	95
%	68%	20%	7%	4%		

DRIPPILL SCHOOL

GRADE 6 (95 Students)

COMPARISON OF FALL, 1985 PROFICIENCY TEST SCORES BASED UPON ETHNIC GROUP

	HISPANIC	WHITE	BLACK	ASIAN	FILIPINO	AVERAGE SCORE	RANK READING	RANK MATH
TRACK A	11	2	1	-	-			
* Reading	62.3	61.5	46.0			61.0	3	
** Math	35.6	31.0	19.0			33.8		2
TRACK B	22	1	-	1	-			
Reading	55.4	68.0		50.0		55.7	5	
Math	33.0	19.0		37.0		33.4		1
TRACK C	11	6	-	2	-			
Reading	61.5	55.7		62.5		60.0	2	
Math	32.0	31.8		39.5		32.8		4
TRACK D	11	4	3	1	-			
Reading	54.4	67.5	45.7	57		56.0	4	
Math	30.5	33.5	22.7	38.0		30.3		5
TRADITIONAL	10	6	3	-	-			
Reading	61.0	57.7	56.0			59.5	1	
Math	38.4	37.8	34.2			37.5		1

DRIPPILL SCHOOL

GRADE 6 (95 Students)

COMPARISON OF FALL, 1985 PROFICIENCY TEST SCORES BASED UPON YEARS OF ENROLLMENT WITHIN THE UNIFIED SCHOOL DISTRICT

	7	6	5	4	3	2	1	AVERAGE # YEARS
TRACK A	4	1	1	1		2	1	3.8
*Reading	67.3	69.0	70.0	68.0	51.0	54.0	55.0	
**Math	34.8	39.0	38.0	35.0	31.0	35.5	27.0	
TRACK B	8	-	1	2	2	3	8	3.7
Reading	55.5	-	71.0	55.5	40.5	59.0	56.7	
Math	30.0	-	38.0	36.5	31.0	31.0	33.6	
TRACK C	4	2	2	1	6	3	2	4.1
Reading	51.0	67.5	73.0	70.0	66.7	61.5	45.0	
Math	25.7	29.5	38.5	44.0	31.7	38.0	38.0	
TRACK D	5	-	1	1	6	4	2	3.8
Reading	57.4	-	64.0	68.0	59.5	50.8	42.5	
Math	33.8	-	36.0	41.0	28.7	29.8	21.5	
TRACK T	2	4	2	3	3	4	1	4.1
Reading	61.5	60.3	60.5	70.0	60.3	49.8	71.0	
Math	37.5	37.8	42.0	41.3	39.7	28.5	46.0	

*Average number of correct responses to an 8% question Reading Test.
**Average number of correct responses to a 48 question Math Test.

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KAMALA SCHOOL

GRADE 6 (50 Students)

	HISPANIC	WHITE	BLACK	ASIAN	FILIPINO	TOTAL
HSE TRACK A	11	1	2	1	1	16
%	22.0%	2.0%	4.0%	2.0%	2.0%	
HSE TRACK B	10	-	-	-	-	10
%	100%	-	-	-	-	
HSE TRACK C	14	6	5	-	-	25
%	56.0%	24.0%	20.0%	-	-	
HSE TRACK D	8	1	4	-	-	13
%	61.5%	7.7%	30.8%	-	-	
TRADITIONAL	11	3	2	-	-	16
%	68.8%	18.8%	12.5%	-	-	
TOTAL	54	11	13	1	1	80
%	71.1%	12.2%	16.4%	1.1%	1.1%	

KAMALA SCHOOL

GRADE 6 (50 Students)

COMPARISON OF FALL, 1985 PROFICIENCY TEST
SCORES BASED UPON ETHNIC GROUP

	HISPANIC	WHITE	BLACK	ASIAN	FILIPINO	AVERAGE SCORE	RANK READING	RANK MATH
TRACK A	11	1	2	1	1	16		
* Reading	10.9	11.0	6.5	8.0	10.0	10.2	1	
** Math	9.8	10.0	10.5	14.0	11.0	11.06		1
TRACK B	10	-	-	-	-	10		
Reading	10.2	-	-	-	-	10.2	1	
Math	10.9	-	-	-	-	10.9		
TRACK C	14	6	5	-	-	25		
Reading	11.7	10.2	10.0	-	-	10.9	2	
Math	9.4	10.0	10.4	-	-	9.9		1
TRACK D	8	1	4	-	-	13		
Reading	10.4	11.0	10.5	-	-	10.7	1	
Math	10.0	11.0	10.3	-	-	10.8		4
TRADITIONAL	11	3	2	-	-	16		
Reading	9.1	11.7	12.5	-	-	11.1	4	
Math	12.0	11.0	11.5	-	-	11.1		1

KAMALA SCHOOL

GRADE 6 (50 STUDENTS)

COMPARISON OF FALL, 1985 PROFICIENCY TEST
SCORES BASED UPON YEARS OF ENROLLMENT
WITHIN THE KAMALA SCHOOL DISTRICT

	7	6	5	4	3	2	1	AVERAGE # YEARS
TRACK A	5	5	1	1	2	4	-	4.3
*Reading	10.0	10.3	11.0	11.0	10.0	9.7	-	
**Math	10.7	11.0	12.0	11.4	12.0	10.3	-	
TRACK B	5	5	1	1	5	-	-	5.1
Reading	9.4	10.2	11.0	9.0	9.2	-	-	
Math	11.6	11.4	12.0	12.0	11.2	-	-	
TRACK C	11	4	1	1	-	4	4	4.0
Reading	9.1	11.0	12.0	12.0	-	10.3	10.8	
Math	9.7	11.2	12.0	12.0	-	11.3	11.3	
TRACK D	7	-	-	-	4	2		3.0
Reading	10.4	-	-	-	10.3	10.5		
Math	11.7	-	-	-	11.3	11.5	-	
TRACK T	6	5	5	2	1	1	-	5.3
Reading	10.3	11.33	10.3	10.0	11.0	11.0	-	
Math	11.2	11.3	11.3	11.5	11.0	12.0	-	

*Average number of correct responses to an 11 question Reading Test.
**Average number of correct responses to a 12 question Math Test.

LEHUANEO SCHOOL

GRADE 6 (75 Students)

	HISPANIC	WHITE	BLACK	ASIAN	FILIPINO	TOTAL
HSE TRACK A	9	3	-	-	7	19
%	47.3%	15.8%	-	-	36.8%	
HSE TRACK B	12	-	-	-	-	12
%	100%					
HSE TRACK C	7	6	1	-	3	17
%	35.7%	30.0%	5.1%	-	15.0%	
HSE TRACK D	6	7	-	-	2	15
%	39.7%	46.7%	-	-	13.3%	
TRADITIONAL	11	5	-	-	2	18
%	61.1%	27.8%	-	-	11.1%	
TOTAL	38	21	1	-	16	76
%	50.0%	27.6%	1.3%	-	21.1%	

LEHUANEO SCHOOL

GRADE 6 (75 Students)

COMPARISON OF FALL, 1985 PROFICIENCY TEST
SCORES BASED UPON ETHNIC GROUP

	HISPANIC	WHITE	BLACK	ASIAN	FILIPINO	AVERAGE SCORE	RANK READING	RANK MATH
TRACK A	9	3	-	-	7	19		
* Reading	10.9	10.7	-	-	10.4	10.9	1	
** Math	11.8	11.7	-	-	11.1	11.6		1
TRACK B	12	-	-	-	-	12		
Reading	10.1	-	-	-	-	10.1	2	
Math	10.7	-	-	-	-	10.7		2
TRACK C	7	6	1	-	3	17		
Reading	10.1	10.3	12.0	-	10.0	10.3	1	
Math	11.0	11.3	11.0	-	10.3	11.0		1
TRACK D	6	7	-	-	2	15		
Reading	11.0	10.3	-	-	11.0	10.3	2	
Math	11.3	11.0	-	-	11.3	11.3		2
TRADITIONAL	11	5	-	-	2	18		
Reading	10.1	10.4	-	-	10.5	10.3	3	
Math	12.0	11.4	-	-	11.0	11.7		1

LEHUANEO SCHOOL

GRADE 6 (75 STUDENTS)

COMPARISON OF FALL, 1985 PROFICIENCY TEST
SCORES BASED UPON YEARS OF ENROLLMENT
WITHIN THE KAMALA SCHOOL DISTRICT

	7	6	5	4	3	2	1	AVERAGE # YEARS
TRACK A	4	-	1	1	3	5	7	5.1
*Reading	10.1	-	11.0	10.0	11.1	10.7	10.7	
**Math	11.4	-	11.0	11.0	11.0	11.0	11.7	
TRACK B	5	-	1	-	3	1	-	5.3
Reading	11.0	-	11.0	-	11.3	11.0	-	
Math	11.1	-	11.0	-	11.7	12.0	-	
TRACK C	5	-	1	1	2	-	2	4.0
Reading	10.3	-	10.0	10.0	10.0	-	10.0	
Math	10.3	-	10.0	12.0	11.1	-	11.1	
TRACK D	5	2	1	1	1	4	-	4.0
Reading	12.2	11.0	11.0	11.0	11.0	10.3	-	
Math	11.4	12.1	12.0	12.0	11.0	12.5	-	
TRACK T	12	2	1	2	-	1	-	5.1
Reading	11.0	10.1	10.0	10.1	-	12.0	-	
Math	11.3	10.1	12.0	12.0	-	10.0	-	

*Average number of correct responses to an 11 question Reading Test.
**Average number of correct responses to a 12 question Math Test.

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McKINNA SCHOOL

GRADE 6 (73 Students)

	HISPANIC	WHITE	BLACK	ASIAN	FILIPINO	TOTAL
YRE TRACK A	11	-	-	1	-	12
%	91.7%	-	-	8.3%	-	
YRE TRACK B	11	-	1	-	-	12
%	91.7%	-	8.3%	-	-	
YRE TRACK C	16	1	1	-	-	18
%	88.9%	5.55%	5.55%	-	-	
YRE TRACK D	9	4	1	-	1	15
%	60.0%	26.7%	6.7%	-	6.7%	
TRADITIONAL	10	2	4	-	-	16
%	62.5%	12.5%	25.0%	-	-	
TOTAL	57	7	7	1	1	73
%	78.1%	9.6%	9.6%	1.4%	1.4%	

McKINNA SCHOOL

GRADE 6 (73 Students)

COMPARISON OF FALL, 1985 PROFICIENCY TEST SCORES BASED UPON ETHNIC GROUP

	HISPANIC	WHITE	BLACK	ASIAN	FILIPINO	AVERAGE SCORE	RANK READING	RANK MATH
TRACK A	11	-	-	1	-	12		
* Reading	55.6	-	-	58.0	-	55.75	3	
** Math	27.6	-	-	29.0	-	27.5		4
TRACK B	11	-	1	-	-	12		
Reading	37.5	-	47.0	-	-	38.3	5	
Math	25.5	-	23.0	-	-	25.3		5
TRACK C	16	1	1	-	-	18		
Reading	57.8	59.0	49.0	-	-	57.1	2	
Math	28.2	31.0	27.0	-	-	28.3		3
TRACK D	9	4	1	-	1	15		
Reading	55.9	66.0	53.0	-	45.0	55.9	4	
Math	29.2	37.5	35.0	-	19.0	29.1		1
TRADITIONAL	10	2	4	-	-	16		
Reading	51.6	75.0	69.5	-	-	64.8	1	
Math	29.2	38.5	33.3	-	-	33.3		2

McKINNA SCHOOL

GRADE 6 (73 STUDENTS)

COMPARISON OF FALL, 1985 PROFICIENCY TEST SCORES BASED UPON YEARS OF ENROLLMENT WITHIN THE GINNARD SCHOOL DISTRICT

	7	6	5	4	3	2	1	AVERAGE # YEARS
TRACK A	1	-	-	-	3	5	3	3.4
*Reading	48.0	-	-	-	61.0	59.6	55.7	
**Math	29.0	-	-	-	31.0	25.0	27.7	
TRACK B	3	1	1	2	1	3	1	4.2
Reading	50.0	48.0	43.0	27.5	45.0	34.3	29.0	
Math	29.7	28.0	25.0	16.0	34.0	28.7	15.0	
TRACK C	12	2	1	-	1	-	2	5.9
Reading	58.4	57.5	57.0	-	65.0	-	56.0	
Math	27.7	30.0	30.0	-	30.0	-	28.5	
TRACK D	4	-	2	1	4	1	3	5.9
Reading	63.8	-	60.0	69.0	51.0	71.0	48.0	
Math	35.3	-	44.0	38.0	34.0	44.0	31.3	
TRACK T	9	1	1	-	3	2	-	5.4
Reading	63.4	48.0	75.0	-	73.0	69.0	-	
Math	33.3	29.0	41.0	-	32.3	33.0	-	

*Average number of correct responses to an 84 question Reading Test.
**Average number of correct responses to a 48 question Math Test.

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ROSE AVENUE SCHOOL

GRADE 6 (164 Students)

	HISPANIC	WHITE	BLACK	ASIAN	FILIPINO	TOTAL
YRE TRACK A	6	15	2	-	-	23
%	26.0%	65.2%	8.7%	-	-	
YRE TRACK B	28	1	-	-	-	29
%	96.6%	3.4%	-	-	-	
YRE TRACK C	18	16	-	-	-	34
%	52.9%	47.0%	-	-	-	
YRE TRACK D	6	3	2	-	2	13
%	46.1%	23.0%	15.4%	-	15.4%	
TRADITIONAL	45	10	8	1	1	65
%	69.2%	15.3%	12.3%	1.5%	1.5%	
TOTAL	103	45	12	1	3	164
%	62.8%	27.4%	7.3%	.6%	1.8%	

ROSE AVENUE SCHOOL

GRADE 6 (164 Students)

COMPARISON OF FALL, 1985 PROFICIENCY TEST SCORES BASED UPON ETHNIC GROUP

	HISPANIC	WHITE	BLACK	ASIAN	FILIPINO	AVERAGE SCORE	RANK READING	RANK MATH
TRACK A	6	15	2	-	-	23		
* Reading	60.8	63.5	49.0	-	-	61.2	1	
** Math	30.2	33.7	28.0	-	-	31.6		2.5
TRACK B	28	1	-	-	-	29		
Reading	52.5	33.0	-	-	-	52.5	5	
Math	32.1	23.0	-	-	-	32.0		1
TRACK C	18	16	-	-	-	34		
Reading	52.7	59.6	-	-	-	55.9	3	
Math	31.6	31.7	-	-	-	31.6		2.5
TRACK D	6	3	2	-	2	13		
Reading	50.2	68.3	44.5	-	67.0	58.1	2	
Math	28.0	38.0	22.5	-	42.0	29.8		4
TRADITIONAL	45	10	8	1	1	65		
Reading	51.2	58.7	59.8	67.0	73.0	54.0	4	
Math	29.0	28.0	31.0	30.0	33.0	29.2		3

ROSE AVENUE SCHOOL

GRADE 6 (164 STUDENTS)

COMPARISON OF FALL, 1985 PROFICIENCY TEST SCORES BASED UPON YEARS OF ENROLLMENT WITHIN THE GINNARD SCHOOL DISTRICT

	7	6	5	4	3	2	1	AVERAGE # YEARS
TRACK A	6	1	2	-	4	5	5	3.7
*Reading	55.3	69.0	53.5	-	63.8	67.8	47.0	
**Math	33.3	39.0	28.0	-	30.3	32.6	27.2	
TRACK B	17	2	2	3	2	3	-	5.8
Reading	54.9	53.0	48.0	45.7	48.0	69.5	-	
Math	31.7	36.0	23.5	37.7	23.0	39.0	-	
TRACK C	20	3	1	2	2	3	3	5.5
Reading	57.5	55.7	59.0	56.5	63.5	53.0	42.0	
Math	32.1	33.7	36.0	33.5	24.5	38.0	29.0	
TRACK D	2	1	1	-	1	2	6	2.9
Reading	42.0	37.0	53.0	-	73.0	64.5	48.2	
Math	27.5	16.0	29.0	-	47.0	38.0	27.3	
TRACK T	48	4	4	1	5	3	-	6.2
Reading	53.4	56.0	48.8	71.0	63.8	48.0	-	
Math	29.1	29.8	29.8	37.0	38.6	34.7	-	

*Average number of correct responses to an 84 question Reading Test.
**Average number of correct responses to a 48 question Math Test.

32

SIERRA LINDA SCHOOL

GRADE 6 (145 Students)

	HISPANIC	WHITE	BLACK	ASIAN	FILIPINO	TOTAL
YRE TRACK A	18	1	5	2	1	27
%	66.7%	3.7%	18.5%	7.4%	3.7%	
YRE TRACK B	27	2	-	-	-	29
%	93.1%	6.9%	-	-	-	
YRE TRACK C	18	6	1	1	1	27
%	66.7%	22.2%	3.7%	3.7%	3.7%	
YRE TRACK D	23	5	3	2	-	33
%	84.2%	15.1%	7.7%	5.2%	-	
TRADITIONAL	13	8	2	-	-	23
%	56.5	34.8%	8.7%	-	-	
TOTAL	101	28	11	5	2	145
%	69.7%	17.9%	7.6%	3.4%	1.4%	

SIERRA LINDA SCHOOL

GRADE 6 (145 Students)

COMPARISON OF FALL, 1985 PROFICIENCY TEST SCORES BASED UPON ETHNIC GROUP

	HISPANIC	WHITE	BLACK	ASIAN	FILIPINO	AVERAGE SCORE	SAME READING	SAME MATH
TRACK A	18	1	5	2	1	27		
* Reading	41.7	61.0	35.3	43.0	73.0	43.1	5	
** Math	28.0	37.0	29.0	38.0	43.0	30.3		4
TRACK B	27	2	-	-	-	29		
Reading	43.7	62.5	-	-	-	45.5	4	
Math	28.1	19.5	-	-	-	28.1		3
TRACK C	18	6	1	1	-	26		
Reading	51.7	58.8	68.0	47.0	-	54.2	3	
Math	30.2	34.8	36.0	33.0	-	29.2		2
TRACK D	23	5	3	2	-	33		
Reading	52.8	63.6	48.0	76.5	-	55.5	2	
Math	29.7	33.4	28.0	36.5	-	30.6		1
TRADITIONAL	13	8	2	-	-	23		
Reading	58.5	71.0	55.5	-	-	59.1	1	
Math	31.8	34.4	30.0	-	-	33.0		1

* Average number of correct responses to an 84 question Reading Test.
** Average number of correct responses to a 48 question Math Test.

SIERRA LINDA SCHOOL

GRADE 6 (145 STUDENTS)

COMPARISON OF FALL, 1985 PROFICIENCY TEST SCORES BASED UPON YEARS OF ENROLLMENT WITHIN THE ONWARD SCHOOL DISTRICT

	7	6	5	4	3	2	1	AVERAGE # YEARS
TRACK A	8	3	1	2	5	4	4	4.2
Reading	39.9	39.7	-	43.0	45.5	37.0	37.0	
Math	25.8	29.7	14.0	32.0	27.8	18.3	39.5	
TRACK B	12	2	2	1	10	1	1	4.9
Reading	44.5	63.0	39.0	52.0	45.0	-	37.0	
Math	25.6	34.0	29.0	27.0	29.4	34.0	22.0	
TRACK C	11	3	3	2	5	1	2	5.1
Reading	51.1	62.7	54.0	63.5	52.0	67.0	46.0	
Math	28.2	32.0	27.3	33.5	27.6	34.0	28.0	
TRACK D	14	2	2	4	7	3	3	4.4
Reading	58.4	63.0	71.5	68.0	45.6	53.0	63.0	
Math	29.3	28.5	26.0	36.3	27.4	34.7	33.5	
TRACK T	13	1	1	1	2	2	3	5.2
Reading	57.7	-	-	62.0	54.0	-	65.5	
Math	18.7	11.0	14.0	24.0	11.0	11.5	36.0	

*Average number of correct responses to an 84 question Reading Test.
**Average number of correct responses to a 48 question Math Test.

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